

**AGENDA ITEM VIII A**

**TEACHER EDUCATION INITIATIVES**

**REPORT ON THE BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE AND OTHER UPDATES**

## **AGENDA ITEM VIII A**

### **TEACHER EDUCATION INITIATIVES**

#### **REPORT ON THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE AND OTHER UPDATES**

##### **STAFF COMMENTS**

The Blue Ribbon Commission for Educational Excellence met on April 14, 2005 and May 12, 2005 in room 136, Claiborne Building, Baton Rouge, Louisiana.

On April 14, 2005, Dr. Tim Waters, CEO of Mid-continent Research for Education and Learning met with Commission members to discuss findings of the McREL study. This study examined existing research and identified leadership practices and responsibilities that had a significant impact upon improved student achievement. Commission members used information from Dr. Waters' presentation to identify additional actions that could be recommended by the Commission to create conditions to support educational leaders in Louisiana. Commission members prioritized actions that had been recommended at previous Commission meetings and discussed their prioritizations. After the Commission meeting, Dr. Jeanne Burns and Sheila Talamo reorganized the actions based upon the input from Commission members and developed a document for Commission members to review which only addressed the actions that the Commission identified as high priority. On May 12, 2005, the Commission further refined the high priority items and developed a set of recommendations that will be presented to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting that will be held on May 19, 2005.

On March 31, 2005, Dr. Jeanne Burns met in San Juan, Puerto Rico with personnel from the Governor's Office, higher education, and the Department of Education to assist them with the implementation of their Title II Teacher Quality Enhancement State Grant. The U.S. Department of Education requested that Dr. Burns meet with state leaders in Puerto Rico due to problems that they were experiencing with their Title II grant. A team from Puerto Rico will be visiting Louisiana and meeting with state and university leaders who have been successful in addressing problems currently being experienced in Puerto Rico.

On April 27 – 29, 2005, Dr. Burns was invited to be one of 20 researchers from around the country to participate in a meeting at Stanford University that was sponsored by The Carnegie Foundation. The purpose of the meeting was to bring together researchers who were engaged in evidence based research at campus, university system, state, and national levels pertaining to teacher quality and to have the individuals identify types of data that could be collected by universities across the country to demonstrate the effectiveness of Teacher Preparation Programs. During the meeting, it was determined that Louisiana was the only state that is gathering state-wide data beyond test results for certification. There was a great deal of interest in how the Board of Regents, Board of Elementary and Secondary Education, and Governor worked collaboratively to enable this to occur.

On May 5-6, 2005, Dr. Burns was invited to serve as a speaker on a panel for the SREB Educational Leadership Forum that was held by the Southern Regional Education Board. Teams from all SREB states participated in the meeting to identify ways to strengthen educational leadership programs at all universities. Dr. Burns spoke on the first panel which was composed of representatives from three states where universities were redesigning their educational leadership programs. There was again a great deal of interest from other state about how the Board of Regents, Board of Elementary and Secondary Education, and Governor had developed a collaborative partnership in order for this to occur. Dr. Arthur Levin (President, Teacher's College, Columbia University) spoke on the second day about the results from a new study recently released about the quality of educational leadership programs in the United States. The results indicated that universities needed to redesign their educational leadership programs. However, when providing recommendations for how states could address the problems identified in the study, he cited Louisiana as a positive example of a state where a rigorous evaluation process is being used to evaluate the quality of redesigned educational leadership program.

Dr. Burns has also served as a speaker at conferences within the state and spoke at the Louisiana Association of Principals Conference on April 5, 2005, the LCPEA Conference for educational leadership professors at Our Lady of Holy Cross College on April 7, 2005, and the HBCU/ETS meeting for Historically Black Institutions at Dillard University on April 25, 2005.

**AGENDA ITEM VIII B**

**TEACHER EDUCATION INITIATIVES**

**EVALUATION OF REDESIGNED INITIAL TEACHER PREPARATION  
PROGRAMS AND GRADUATE PROGRAMS FOR TEACHERS AND  
EDUCATIONAL LEADERS**

## **AGENDA ITEM VIII B**

### **TEACHER EDUCATION INITIATIVES**

#### **EVALUATION OF REDESIGNED INITIAL TEACHER PREPARATION PROGRAMS AND GRADUATE PROGRAMS FOR TEACHERS AND EDUCATIONAL LEADERS**

##### **BACKGROUND INFORMATION**

Redesigned alternate certification programs, regular undergraduate teacher preparation programs, graduate programs for teachers, and graduate programs for educational leaders were submitted to the Board of Regents and Board of Elementary and Secondary Education during November 2001 for Cycle One Evaluations, April 2002 for Cycle Two Evaluations, September 2002 for Cycle Three Evaluations, February 2003 for Cycle Four Evaluations, March 2004 for Cycle Five Evaluations, September 2004 for Cycle Six Evaluations, and February 18, 2005 for Cycle Seven Evaluations. These programs were assessed by external evaluators and reports which contained the recommendations of the external evaluators were disseminated during January 2002, June 2002, December 2002, April 2003, April 2004, December 2004, and May 2005.

##### **STAFF COMMENTS**

The BoR/BESE/LAICU Program Review Committee met on April 6, 2005 and May 4, 2005 to review the program rejoinder submitted by the university systems and private universities. After reviewing all information, the committee determined that the universities had addressed the stipulations of the external evaluators who had evaluated the redesigned programs.

##### **STAFF RECOMMENDATIONS**

1. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees and programs at Southeastern Louisiana University: Master of Education in Educational Leadership (CIP Code: 13.0401); Non-Master's/Certification Only Alternate Program in Art Education – Grades K-12, Vocal Music Education – Grades K-12, Instrumental Music Education – Grades K-12, Health and Physical Education – Grades K-12, French Education - Grades K-12, and Spanish Education – Grades K-12.*
2. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degree at Northwestern State University: B.S. in Health and Physical Education – Grades K-12 (CIP Code: 13.1314), B.M.E. in Vocal Music Education – Grades K-12 (CIP Code: 13.1312), B.M.E. in Instrumental Music Education – Grades K-12 (CIP Code: 13.1312), and B.M.E. in Vocal and Instrumental Music Education – Grades K-12 (CIP Code: 13.1312).*

3. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degree at the University of New Orleans: B.S. in Health and Physical Education – Grades K-12 (CIP Code: 13.1314).*
4. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees and programs at McNeese State University: Master of Education in Curriculum & Instruction (CIP CODE: 13.0301) in Early Childhood Education, Elementary Education, Secondary Education; Master of Education in Educational Technology Leadership (CIP Code: 13.9999); B.M.E. in Vocal Music Education (CIP Code: 13.1312) and B.M.E. in Instrumental Music Education (CIP Code: 13.1312); and Non-Master's/Certification-Only Alternate Program in Art Education – Grades K-12 (CIP 13.1302).*
5. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees and programs at Louisiana College: B.A. in Art Education – Grades K-12 (CIP Code: 13.1302), B.M.E. in Vocal Music Education – Grades K-12 (CIP Code: 13.1312), and B.M.E. in Instrumental Music Education – Grades K-12 (CIP Code: 13.1312); Non-Master's/Certification-Only in Art Education – Grades K-12, Vocal Music Education – Grades K-12, and Health and Physical Education – Grades K-12.*
6. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degree at Louisiana Tech University: Master of Arts in Teaching in Multiple Levels – Grades K-12 (13.1206) in Art Education – Grades K-12, Vocal Music Education – Grades K-12, Instrumental Music Education – Grades K-12, and Health and Physical Education – Grades K-12 .*
7. *The staff recommends that the Academic and Student Affairs Committee grant approval of the Non-Master's/Certification-Only Alternate Program in Grades 1-5 at Louisiana State University at Alexandria..*
8. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees and programs at Southern University and A&M College: Non-Master's/Certification-Only Alternate Program in Art Education – Grades K-12, Instrumental Music Education – Grades K-12, French Education – Grades K-12, and Spanish Education – Grades K-12.*
9. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees at Xavier University: B.A. in Art Education – Grades K-12 (CIP Code: 13.1302), B.M.E. in Vocal Music Education – Grades K-12 (CIP Code: 13.1312), B.M.E. in Instrumental Music Education – Grades K-12 (CIP Code: 13.1312), B.S. in Health and Physical Education – Grades K-12 (CIP Code: 13.1314), B.A. in French Education - Grades K-12 (CIP Code: 13.1325), and B.A. in Spanish Education – Grades K-12 (CIP Code: 13.1330).*

10. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees at the University of Louisiana at Monroe: Master of Arts in Teaching in Multiple Areas – Grades K-12 (CIP Code: 13.1206) in Art Education – Grades K-12, French Education – Grades K-12, Spanish Education – Grades K-12, Health & Physical Education – Grades K-12, Vocal Music Education – Grades K-12, Instrumental Music Education – Grades K-12, and Vocal and Instrumental Music Education – Grades K-12; Master of Education in Educational Technology Leadership (13.9999) and Master of Education in Curriculum and Instruction (13.0301) with specialization in Early Childhood Education, Elementary, Middle School, Reading, Instructional Technology Facilitation, and Secondary with content specializations in Art, Biology, Chemistry, Computer Science, Earth Science, English, Family and Consumer Science, French, History, Mathematics, Music Education, Spanish, and Speech; and Master of Education in Educational Leadership (13.0401) plus Teacher Leader Endorsement and Alternative Path for Educational Leader.*
11. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following degrees and programs at Nicholls State University: B.S. in Middle School Education – Grades 4-8 (CIP Code: 13.1203; Non-Master's/ Certification-Only Alternate Program in Middle School Education- Grades 4-8.*

**AGENDA ITEM VIII C**

**TEACHER EDUCATION INITIATIVES**

**ONE-TIME, ONE-SEMESTER EXTENSION  
FOR FINAL APPROVAL OF REDESIGNED PROGRAMS**



## **AGENDA ITEM VIII C**

### **TEACHER EDUCATION INITIATIVES**

#### **ONE-TIME ONE-SEMESTER EXTENSION FOR FINAL APPROVAL OF REDESIGNED PROGRAMS**

##### **BACKGROUND INFORMATION**

The final date for universities to submit the following redesigned programs for review by external evaluators was February 18, 2005: (1) Grades K-12 baccalaureate degrees and alternate certification programs in art, vocal music, instrumental music, vocal and instrumental music, dance, health and physical education, foreign languages; (2) Master's degrees for teachers; and (3) Master's degrees for educational leaders plus Teacher Leader Endorsements and Alternate Paths for Educational Leaders. Redesigned programs that were not previously submitted for Grades 1-5, 4-8, PK-3, and 6-12 were also submitted on February 18, 2005 for evaluation. Universities were initially told that interviews would be scheduled with the external evaluators during the beginning of March and reports from the evaluators would be disseminated to campuses by mid March in order for campuses to address stipulations identified by the external evaluators by July 1, 2005. The July 1, 2005 deadline for all redesigned programs to be approved by the Board of Regents was set at the beginning of the redesign process.

Due to the schedules of the external evaluators, it was necessary to schedule interviews between the external evaluators and the university teams on March 7-8, 2005 and March 14-16, 2005. Due to the volume of redesigned programs that were submitted by universities on February 18, 2005, it was not possible for the external evaluators, the Louisiana Department of Education staff, and the Board of Regents staff to evaluate all of the programs for quality, consistency, and adherence to certification requirements by mid March. The final evaluation report from the evaluators was completed and disseminated to the campuses on May 10, 2005.

##### **STAFF COMMENTS**

The BoR/BESE/LAICU Program Review Committee met on May 4, 2005, and the representatives for the chief academic officers for the Louisiana State University System, Southern University System, University of Louisiana System, and private universities expressed concerns about the May dissemination date of the evaluation report and the insufficient time available for campuses to address the stipulations of the evaluators and attain approval from the BoR/BESE/LAICU Program Review Committee and two boards to be approved by July 1, 2005. It was recommended that the Board of Regents and Board of Elementary and Secondary Education be asked to provide a one-time one-semester extension for the final approval of the programs. The extension by both boards will enable universities to enroll candidates into existing K-12 and graduate programs during fall 2005 and enable candidates who enroll during fall 2005 to become certified under existing certification requirements.

## ***STAFF RECOMMENDATIONS***

***The staff recommends that the Academic and Student Affairs Committee grant a one-time one-semester extension for approval of all redesigned K-12 and graduate programs for teachers and educational leaders. This one time extension will allow all campuses to recruit and enroll candidates into existing K-12 and graduate programs for the start of the fall 2005 semester; however, all K-12 and graduate programs must be approved by the Board of Regents and Board of Elementary and Secondary Education for candidates to be enrolled into K-12 and graduate programs for the start of the spring 2006 semester.***

**AGENDA ITEM VIII D**

**TEACHER EDUCATION INITIATIVES**

**RESULTS OF 2004-2005**

**TEACHER PREPARATION ACCOUNTBILITY SYSTEM**

## **AGENDA ITEM VIII D**

### **TEACHER EDUCATION INITIATIVES**

#### **RESULTS OF 2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

##### **BACKGROUND INFORMATION**

In compliance with the Higher Education Act of 1998, a Teacher Preparation Accountability System was created to assess the performance of teacher preparation programs within the state. During the first phase (2001-2002) of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003, 2003-2004, and 2004-2005), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' examination and ratings by regular program completers of their satisfaction of their teacher preparation programs) were assessed. Timelines were set for the reexamination of the Teacher Preparation Accountability System during 2005-2006 to determine if the formula should be adjusted and if additional indicators (e.g., ratings of mentors of first year teachers, retention rates of institutions, etc.) should be added to the accountability system.

##### **STAFF COMMENTS**

A formal presentation will be made on May 25, 2005 to the Board of Regents to discuss the specific results of the 2004-2005 Teacher Preparation Accountability System. Overall, the universities had an overall passage rate of 99% on the PRAXIS examinations for teachers, the overall number of teachers completing teacher preparation programs increased, and the overall numbers of teachers completing teacher preparation programs meeting all certification requirements increased.